

# guidance **INDEX**

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## **New SRA Guidance Publications**

**Helping Brothers and Sisters Get Along** prepared with the Staff of Child Study Assn. of America by Helen W. Puner. (See item No. 8)

**Getting Along with Parents** by Katharine Whiteside-Taylor, Supervisor, Parent Education, Baltimore, Md., Public Schools. (See item No. 35)

**Making and Keeping Friends** by William C. Menninger, General Secretary, Menninger Foundation, Topeka, Kans. (See item No. 45)

**About You** by Marjorie C. Cosgrove, Director, Family Life Education, Highland Park, Mich., Public Schools, and Mary I. Josey, Director, Home and Family Living, Berkley, Mich., Public Schools. (See item No. 44)

**A Guide for Child-Study Groups** by Ethel Kawin, consultant in parent education, National Congress of Parents and Teachers. (See item No. 20)

### **Directions For Use**

The **Guidance Index**, published monthly during the school year, lists the best current material in guidance and its related fields. The items are divided into two main groups. The first is material for the counselor, teacher, administrator, and professional worker; the second, for the student.

The title of the publication appears first, followed by the name of the author. The address from which it may be ordered is in brackets. This is followed by the date of publication, number of pages, and the price. An asterisk (\*) denotes material especially suitable for the elementary schools.

All vocational information is classified according to the SRA Occupational Filing Plan. This aids the reader in finding the material wanted, and in filing it when it has been obtained. Every effort is made to list as many free and inexpensive (50 cents or less) publications as possible. A dagger (†) denotes this material. In this issue of the *Guidance Index* you will find:

**58 items covering 41 subjects. 22 items are free or inexpensive.**

#### **Note**

The material must be ordered direct from the issuing source. Orders for SRA materials accompanied by cash are sent postage prepaid. Orders to be charged will have a slight postage and insurance fee.

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for the

**COUNSELOR,  
TEACHER,  
ADMINISTRATOR, and  
PROFESSIONAL WORKER**

Items listed in this category give information on guidance and related fields: child development, personal adjustment, education, and vocational guidance.

**Audio-Visual Education**

1. **Blue Book of 16 mm Films.** 27th ed. [The Educational Screen, 64 E. Lake St., Chicago 1.] 1952. 172 pp. \$1.50.

This book contains a descriptive listing of more than 7,000 films, with information on length, television rights, producer, and chief distributors. Whether the film is sound or silent, in color or black-and-white is also indicated. The films are classified according to subject and are also listed alphabetically by title. The book also includes a list of film libraries and dealers, and an index to producers and distributors which gives information on sale or rental prices of films and other terms of use. Film librarians, school librarians, educators, and program leaders will find this book helpful in selecting suitable films for schools, churches, industrial and community organizations.

**Child Psychology**

2. **Child Psychology.** George G. Thompson. [Houghton Mifflin Company, 2 Park St., Boston 7, Mass.] 1952. 667 pp. \$5.50.

This book was designed as a text for the college student on the undergraduate level. It gives the techniques used in the behavioral study of children, tracing their growth and development physically, mentally, emotionally, and socially. The interrelation between these growth processes is described as is also the problem of adjustment in various environments. Finally, there is a review of some of the most promising work and theories in the field of personality organization both as a whole and from the viewpoint of the student of child psychol-

ogy. Throughout the book are many helpful tables and graphs which serve to emphasize points in the text.

**Counseling**

3. **Readings in Counseling.** Karl P. Zerfoss, Ed. [Association Press, 291 Broadway, New York 7.] 1952. 639 pp. \$6.00.

A collection of readings in counseling and guidance from numerous authoritative sources—books, periodicals, journals, reports, and other related literature. This book includes selections which show the need for and types of guidance, opportunities for guidance, the meaning of guidance, basic psychological principles, techniques for working with the individual and the group, and the personality of the counselor. The book is designed to be of help to teachers, counselors, youth group leaders, and to other persons who are concerned with the general guidance of people of all ages.

**Education**

4. **Moral and Spiritual Values in Education — A Challenge to Every American.** William C. Bower. [Univ. of Kentucky Press, Lexington, Ky.] 1952. 214 pp. \$3.50.

In this book the author reports on the Kentucky experiment for developing moral and spiritual values in the public schools—a program which did not require new departments or additional personnel, or violate laws prohibiting teaching religion in public schools. The book may be used as a practical guide for school officials who

wish to initiate a similar program in their own schools. The author emphasizes the fact that in the classroom and in all school activities situations commonly occur which give teachers an opportunity to teach moral and spiritual values. How teachers can be trained to recognize these value aspects in learning and how they can help make them a part of young people's lives is described.

**5. \*The Use of Resources in Education.** Elsie Ripley Clapp. [Harper & Bros., 49 E. 33rd St., New York 16.] 1952. 333 pp. \$4.00.

This book is an account of the methods employed by teachers in two different rural public schools in the use and development of the personal and community resources used by children and their families in everyday living. Part I describes how teachers at a rural school in Kentucky became acquainted with the resources used by their students and parents, and how they helped develop these resources through school studies and community projects. Part II tells how teachers at a school in a West Virginia coal mine region helped a group of homesteaders establish a new community and a school and enabled them to develop through education and community activities the means and materials found in their environment. Included are descriptions of many projects which may be carried on in school for the benefit of the community at large.

### Elementary Education

**6. \*Teaching Children in the Middle Grades.** Alvina Treut Burrows. [D. C. Heath and Co., 285 Columbus Ave., Boston 16, Mass.] 1952. 280 pp. \$3.75.

This book is designed to contribute to a better understanding of the preadolescent, or middle childhood period. The physical and mental capabilities and the special development characteristics and needs of children in this age group are discussed in detail. The role of the teacher in guiding children in the middle grades and in providing effective academic instruction for them is also considered. Discussions of school programs, reports and analyses of classroom activities, and suggested methods of group study are included to provide concrete data and serve as a guide for all persons concerned with the growth and development of preadolescents.

### Family Life

**7. \*†An Approach in Schools to Education for Personal and Family Living.** [Amer. Social Hygiene Assn., 1790 Broadway, New York 19.] 1952. 15 pp. 15c. Quantity prices. Reprinted from the *Journal of Social Hygiene*. February, 1952.

This publication is designed to be of help to parents, teachers, and others who guide young people. Prepared by the Advisory Committee on Social Hygiene Education of the New Jersey Department of Education, the pamphlet deals with the responsibility of the school in preparing children and youth for effective home life. It tells what education for personal and family living is, what its general principles are, and shows how it may be developed and made a continuous part of the educational program from kindergarten through high school. A bibliography of reading materials and audio-visual aids is included.

**8. \*†Helping Brothers and Sisters Get Along. Better Living Booklet.** Prepared with the Staff of Child Study Association of America by Helen W. Puner. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity discounts.

Some rivalry among brothers and sisters is natural because each child wants all his parents' love for himself. However, jealousy in brother-sister relationships can be kept within bounds if adults understand themselves and their children. In this booklet for parents and teachers, Helen W. Puner, in cooperation with the Child Study Association of America, offers practical suggestions not only for handling children's jealousies but also for strengthening the positive bonds between brothers and sisters so that children can use these family relationships in learning the art of getting along with others.

### Guidance

**9. Practical Guidance Methods for Principals and Teachers.** Glyn Morris. [Harper & Bros., 49 E. 33rd St., New York 16.] 1952. 266 pp. \$3.75.

This book describes, in detail, the cooperative methods used by principal and teachers in initiating and developing a guidance program. The program described was developed in a situation characterized by difficulties and limitations, including the lack of a specialized staff and adequate funds. The experiences of the principal in working out this practical program are recounted in the form of detailed records of what went on in his school—in faculty meetings, in personal interviews, in homerooms, in school council meetings, and in many other phases of school life. This book will be of help to all principals and teachers who are interested in developing a guidance program under similar conditions.

### Higher Education

**10. American Universities and Colleges.** Mary Irwin, Ed. 6th ed. [American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D. C.] 1952. 1105 pp. \$10.00.

The first part of this guide gives the history and development of education in the United States, particularly higher education. Some recent trends in higher education, the history, standards, and schools for training in 20 occupational fields are included. There is also a chapter on the foreign student in the United States, which discusses what he may expect to gain from, as well as his needs for, study in this country. Part Two sets forth 904 accredited universities and colleges, arranged by state rather than alphabetically, as in the fifth edition. Their history, requirements for admission and degrees, tuition and other fees, housing, student aid, enrollment, departments and staff, recent educational developments and special devices, library, publications and finances are briefly stated. The book has appendixes and tables of value to the student, educator, and counselor on the secondary, undergraduate, and graduate levels.

**11. Human Relations in Higher Education.** Edited by Francis J. Brown and Richard B. Anliot. [Amer. Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D. C.] 1951. 74 pp. \$1.00.

This bulletin contains the report of the National Student Conference on Human Relations held at Earlham College. The purpose of the conference was to discuss

how to encourage and promote the equalization and expansion of opportunities for higher education for all persons without any restriction other than that of individual ability. Participants in the conference were 231 students representing 95 colleges and universities in widely distributed geographic locations. The recommendations of the conference and the reports of discussion groups are included in this report. The student participants also discussed areas of campus life in which discriminations sometimes occur, and other day-to-day problems involved in human relations on the campus.

### Human Relations

**12. How to Work with Groups.** Audrey and Harleigh Trecker. [Woman's Press, 600 Lexington Ave., New York 22.] 1952. 167 pp. \$3.00.

This book was written to provide beginning group leaders with the fundamentals of effective leadership and to serve as a check-up guide for experienced leaders. It lists and discusses the personal qualities and attributes that are essential to successful leadership and offers suggestions for getting off to a good start. The authors, drawing on their experiences in community organizations, cover such topics as: how to know and understand your group as a whole and individually, how to conduct meetings, lead discussions, work with large groups and committees, handle finances, plan publicity, deal with group problems, and achieve effective cooperation from members. A primer of parliamentary law and additional reading references are included in the appendix.

**13. †The Resolution of Intergroup Tensions.** Gordon W. Allport. [The Natl. Conference of Christians and Jews, 381 Fourth Ave., New York 16.] 1952. 49 pp. 25c.

In this pamphlet the author presents a critical appraisal of the various methods which have been used in efforts to reduce intergroup tensions. His evaluation is based on his own researches as a psychologist and on a summary of the work of other scientists. The measures considered are: the research approach, educational programs, contact and acquaintance method, mass media, legislation, group retraining, individual therapy, and the structural point of view. The principal conclusions drawn by the



author are listed. An extensive bibliography is also included.

### Libraries

14. **\*Elementary-School Libraries Today.** 30th Yearbook. [Dept. of Elementary School Principals, Natl. Educ. Assn., 1201 Sixteenth St., N.W., Washington 6, D. C.] 1951. 415 pp. \$3.00.

This yearbook presents descriptions of library practices which are currently being carried on in elementary schools throughout the country. Contributors to the yearbook include principals, librarians, and classroom teachers in elementary schools; specialists in children's literature; directors of library programs; and authors of children's books. Their articles discuss the place of the library in today's elementary school, its value for both teacher and pupil, and the materials, equipment, and facilities desirable for the efficient operation of the library. The attributes and qualifications necessary for the successful librarian or teacher-librarian and methods of selecting and evaluating materials are described. The discussions of the growth of elementary school library programs in various cities will be of value to principals and teachers who wish to organize and operate a library in their school.

### Life Adjustment Education

15. **†Life Adjustment Education in the American Culture.** Circ. No. 335. Federal Security Agency, Office of Education. [Supt. of Documents, U. S. Govt. Print. Off., Washington 25, D. C.] 1952. 95 pp. 30c.

This bulletin contains the proceedings of a conference sponsored by the Commission on Life Adjustment Education for Youth and the Office of Education. The theme of the conference was: "Problems to be faced in Life Adjustment Education for Youth." Participants included representatives of state departments of education, state committees and commissions on life adjustment education and curriculum improvement, school systems, colleges and universities. The purpose of the conference was to explore, discuss, and define current individual and social problems of living faced by young people. This report represents the viewpoints of the speakers, panel members,

and work group participants of the conference.

### Mental Hygiene

16. **Mental Hygiene.** Lester D. Crow and Alice Crow. 2nd ed. [McGraw-Hill Book Co., 330 W. 42nd St., New York 18.] 1951. 433 pp. \$4.50.

This book explains the purposes of mental hygiene and the value of applying its principles to everyday living. It also analyzes the physical, mental, and emotional problems of adjustment that the developing individual may experience. These adjustments are discussed as they relate to the individual's home, school, vocational, and community responsibilities. Material on abnormal and problem children and brief discussions of mental illness and appropriate therapies are also included. The authors have broadened the scope of this edition to make it useful in teacher training, in elementary psychology courses, and to interested laymen.

17. **Mental Hygiene and Life.** Louis Kaplan and Denis Baron. [Harper & Bros., 49 E. 33rd St., New York 16.] 1952. 422 pp. \$3.50.

Prepared as a basic text for courses in mental hygiene, psychology of adjustment, and personality development, this book deals primarily with the normal range of human behavior, rather than the abnormal personality. It describes the fundamental principles of mental hygiene as they apply to the personal problems and human relationships involved in the course of everyday living, with special emphasis on the preventive aspects of mental hygiene. The authors have written this book in simple, non-technical language, and have included numerous illustrations to help explain principles of behavior and how they may be applied to specific problems.

### Occupation, Choice of

18. **A Study of Some Opinions of High School Students with regard to Teachers and Teaching.** Robert W. Richey and William H. Fox. Bulletin of the School of Education, Vol. XXVII, No. 4. [Indiana Univ. Bookstore, Bloomington, Ind.] 1951. 64 pp. 75c.

This bulletin reports on a study made for the purpose of gathering information which could be used to interest more well-qualified students in selecting teaching as a vocation. On the basis of the fact that there is a general scarcity of elementary school teachers and not enough high school teachers of superior ability, the investigators sought to determine the factors that kept students from entering the profession. Data is included covering the responses of the student with regard to the amount of help they receive in selecting an occupation, the extent to which they considered being teachers, the amount of information they had about teaching salaries and employment opportunities, and their opinions regarding teacher behavior and teacher characteristics. The methods and procedures used in making the study, specific findings, and implications for the future recruitment of good prospective teachers are included.

### **Parents and Teachers**

19. **\*Everybody's Business — Our Children.** Mauree Applegate. [Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.] 1952. 310 pp. \$3.00.

What do today's children need? Is teaching at home different from teaching at school? How can we develop a sense of responsibility in children? These questions and others are discussed to help teacher-parents and parent-teachers in their dealings with children. The material is presented in the form of a series of ten meetings between parents and teachers in which they discuss the common problems that arise in the home and in school. Practical suggestions for their solutions and for understanding children better are included throughout. Appendixes include suggested experiences for children in the elementary school and a bibliography of additional reading references.

20. **A Guide for Child-Study Groups.** Ethel Kawin. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 72 pp. 64c. Quantity discounts.

This booklet is designed to aid parents, teachers, youth leaders, and others who are—or want to be—members of a group that is working for a better understanding of children and their problems. It will also

be of value in leadership training courses. The value of a study-discussion group, how to start such a group, selecting and planning programs, the roles of group members and leaders, and resources of value to a study group are all covered. There is a checklist for evaluating the worth of such a group to the individual and community and references for further readings are also given. The author is one of five professional consultants in parent education for the National Congress of Parents and Teachers.

### **Psychology**

21. **The Development of Human Behavior.** Richard Dewey and W. J. Humber. [The Macmillan Co., 60 Fifth Ave., New York 11.] 1951. 762 pp. \$5.50.

This book was written to provide a basic working knowledge of human behavior. It presents detailed descriptions of some of the concepts which have been developed for the social psychological investigation and explanation of the behavior of human beings and shows how these concepts may be applied to everyday situations in the life of the individual. The relationship between membership in a particular social or cultural group and personality development and ways in which established institutions and organizations, such as education, religion, church and school, interact with the individual are also discussed.

### **Reading**

22. **\*†Children's Books...for Eighty-five Cents or Less.** Beatrice Davis Hurley. Bulletin No. 36. [Assn. for Childhood Education Internatl., 1200 Fifteenth St., N.W., Washington 5, D. C.] 1952. 51 pp. 50c.

The books listed in this bulletin have been selected on the basis of their accuracy and on their story, verse, and picture values. The listings are grouped according to subject content, which includes books about animals, science, social studies, music, picture and picture story, religion, and stories of other lands. Make-it or things-to-do books are also included. Brief annotations, price, author, and publisher are given for each book. Most of the books listed are for the pre-school through the elementary school age groups, but reference books are included which are useful for all school ages.

**23. \*Gateways to Readable Books.** Ruth Strang and Others. 2nd ed. [The H. W. Wilson Co., 950 University Ave., New York 52.] 1952. 148 pp. \$2.75.

An annotated, graded list of books covering many fields for retarded readers of high school age. The books included are, for the most part, of the fifth, sixth, and seventh grade levels of reading difficulty. More than 1100 titles are listed, grouped according to subject headings such as adventure, animal life, careers, family life, hobbies, humor, music, science, sports, world problems and others that are of interest to adolescents. This list is followed by shorter lists of magazines, pamphlets, dictionaries and reference books, and simplified editions of the classics. Three indexes, arranged by author, title, and reading difficulty are also included. Teachers and librarians will find many suggestions on the use of this book in the Introduction.

**24. Growing Into Reading.** Marion Monroe. [Scott, Foresman and Co., 433 E. Erie St., Chicago 11.] 1951. 274 pp. \$2.50.

This book presents an analysis of many of the factors which affect reading readiness and learning—emotional attitudes, physical factors, language skills, visual skills, and auditory skills. The type of training and experiences which are necessary to help children develop readiness to interpret what is read is also considered in detail. The author emphasizes the importance of effective cooperation between home and school, and gives concrete suggestions for ways in which the training needed to promote reading activity in boys and girls may be provided. Additional reading references are listed at the end of each chapter.

## **Safety**

**25. \*†Safety in Physical Education for the Classroom Teacher.** [Nat'l. Education Assn., 1201 Sixteenth St., N.W., Washington 6, D.C.] 1951. 20 pp. 50c. Quantity prices.

This bulletin was prepared to help the many classroom teachers in elementary schools who have the responsibility of the physical education program for their classes. It describes the kind of activities best suited to a particular age group, tells how to

judge a child's general health and physical fitness, tells what to do in case of accident, and suggests technics for making physical education activities safe and satisfying experiences. What is desirable in play areas and equipment and activities which may be carried out in the classroom, gymnasium, or on the playground are discussed.

## **School Administration**

**26. Educational Supervision.** Chester T. McNeerney. [McGraw-Hill Book Co., 330 W. 42nd St., New York 36.] 1951. 341 pp. \$4.00.

This book defines modern educational supervision and discusses selected types of problems that the supervisor encounters in relationships with the various school and community organizations and personnel. Suggested techniques for solving these problems are included. Some of the topics covered in the book include: teacher-supervisor planning; teacher evaluation; supervisor-principal relationships; curriculum practices; the supervisor's relationship to the community; the preservice and in-service training of teachers; and the supervisor of tomorrow. A selected bibliography for supervisors covering various phases of their work, plus a list of visual aids which deals with principles of supervision and educational principles and practices are also included.

**27. \*Evaluating the Elementary School: A Guide for Cooperative Study.** Prep. by the Southern Association's Cooperative Study in Elementary Education. [Commission on Research and Service, 316 Peachtree St., N.E., Atlanta, Ga.] 1951. 325 pp. \$2.00, unbound; \$2.50, bound.

This publication was prepared to serve as a guide to school groups in the evaluation of their elementary school program. It tells why the school should be evaluated, outlines six different plans in which this evaluation guide has been used or may be used, and lists probable benefits that may result from such a program. Determining values, clarifying functions, developing a program, discovering and appraising resources, and planning are the inter-related projects which are considered necessary in an evaluative program. Methods of carrying them out and descriptions of situations which may serve as bases for analysis are included.



ed. The responsibility of the adults in a community to help children develop intellectually, socially, emotionally, physically, and morally is emphasized throughout. An extensive bibliography is also included.

**28. \*The Principal at Work.** George C. Kyte. Rev. ed. [Ginn and Co., Statler Bldg., Boston 17, Mass.] 1952. 531 pp. \$4.50.

A comprehensive coverage of the various aspects of the work and functions of the elementary-school principal. The place of the principal in the school system, his responsibilities in administration, supervision, office management, public relations, organization, and appraisal are discussed in detail. Examples from actual practice provide concrete illustrations of procedures which principals have followed successfully. This book will be of value to principals and administrators now in service and to students who are preparing for positions in elementary-school administration.

### **School-Community Relations**

**29. Citizens' Committees in the Public Schools.** Herbert M. Hamlin. [The Interstate, 19 N. Jackson St., Danville, Ill.] 1952. 306 pp. \$4.00.

This book deals with the purposes, organization, and activities of citizens' committees in public schools, with major emphasis on school-initiated citizens' groups. It will be of value to school boards, administrators, teachers, and laymen who are interested in fostering active citizen participation in school affairs through organized lay groups. A comprehensive review of the literature dealing with public participation in education is included. In his review the author lists more than 400 publications which report current ideas and practices in this area. A suggested plan for organizing and using citizens' committees so that their participation will be effective is also given.

### **Secondary Education**

**30. Secondary Education—For Life Adjustment of American Youth.** Karl R. Douglass. [The Ronald Press Co., 15 E. 26th St., New York 10.] 1952. 630 pp. \$5.50.

A comprehensive textbook which describes, explains, and evaluates the principal as-

pects of secondary education as it exists today. The book also explores current trends and practices and points out the problems and weaknesses of present-day American secondary education. Suggestions and proposals for its improvement are included. Although intended for use as a textbook in college and university courses in secondary education, this book will also be of value to high school teachers and administrators. Questions, problems, and an annotated list of reference material follow each chapter.

**31. Student Activities in Secondary Schools—Enrichment of the Educational Program.** Edgar G. Johnston and Roland C. Faunce. [The Ronald Press Co., 15 E. 26th St., New York 10.] 1952. 369 pp. \$4.50.

This book presents an appraisal and a consideration of present-day student activities on the secondary school level in light of the significant changes which have taken place during the past three decades. The various aspects of extracurricular activities are discussed as they relate to the educational program of which they are a part and their contribution to the development of students. Several chapters of the book are devoted to specific activities and learning experiences—found both in and out of the classroom—pointing out the relationship of each to the school program. Suggestions for carrying out the various activities are also included. Annotated reference lists which will serve as guides for further study and reading are given at the end of each chapter.

### **Sex Education**

**32. †Partners in Sex Education.** Esther Emerson Sweeney. [Amer. Social Hygiene Assn., 1790 Broadway, New York 19.] 1952. 8 pp. 5c. Reprinted from the *Journal of Social Hygiene*, February, 1952.

This pamphlet emphasizes the importance of cooperation between the three major influences in a child's life—home, school, and church—in assuming the responsibility for sex education. It discusses ways in which each can share this phase of child guidance, and points out specific classroom situations that constantly and naturally occur which would give rise to sex questions. The training of teachers in family life education, the role of the health educator and the school

nurse in sex education are also briefly considered.

### **Student Personnel Services**

33. †**After Teen-Agers Quit School—Seven Community Programs Help Would-be Workers.** Bulletin No. 150, Bur. of Labor Standards, U.S. Dept. of Labor. [U.S. Govt. Print. Off., Washington 25, D. C.] 1952. 30 pp. 25c.

This bulletin tells what seven cities did for boys and girls who, after dropping out of school, could not solve the problem of finding and holding jobs. Each city used a different program and different patterns to help these early school-leavers, but all of them made use of valuable community resources. This bulletin may suggest ways in which other communities may work out similar programs to help boys and girls, who drop out of high school before graduation, become useful, productive citizens.

## **for the STUDENT**

Items listed in this category are divided into two groups: Life Adjustment Material, which gives information about social, personal, and school problems; and Vocational Material, which gives information about occupations.

### **LIFE ADJUSTMENT MATERIALS**

#### **Apprentices**

34. †**The National Apprenticeship Program.** [U.S. Dept. of Labor, Bureau of Apprenticeship, Washington 25, D. C.] 1952. 30 pp. Free.

What apprenticeship is, the occupations in which apprentice training is given, how apprenticeship programs are established, and the functions of the Department of Labor's Bureau of Apprenticeship are described in this bulletin. It will be of value to young people who are interested in learning a trade, to persons engaged in vocational guidance and counseling, and to employment offices. The length of time required to complete an apprenticeship in each occupation is indicated. Regional offices and state apprenticeship agencies of the Bureau of Apprenticeship are listed.

Grand Ave., Chicago 10.] 1952. 40 pp. 40c. Quantity discounts.

Written especially for boys and girls in upper elementary and junior high school, this booklet attempts to help them define the problems they have with their parents, and to guide them in working out a pattern for parent-child cooperation in the handling of these problems. Specific examples are given of the kinds of situations that are likely to cause friction between parents and their sons and daughters, and how these situations can be resolved. Special attention is devoted to adolescence, the most critical time in the relationship between parents and growing boys and girls. This period is described as one in which rapid physical development is accompanied by irregular, fluctuating emotional development, and by inconsistencies in almost all areas of behavior; the urge for freedom from parental supervision and domination on the one hand, and on the other a heavy reliance on parental love, approval, and service. *Getting Along With Parents*, the newest booklet in SRA'S JUNIOR LIFE ADJUSTMENT series, was written by Dr. Katharine Whiteside-Taylor, Supervisor of Parent Education for the Baltimore Public Schools and one of the foremost authorities today in the field of child guidance and family life.

#### **Family Life**

35. \*†**Getting Along with Parents. Junior Life Adjustment Booklet.** Katharine Whiteside-Taylor. [Science Research Associates, 57 W.

**Health and Hygiene**

**36. Your Health and Safety.** Jessie W. Clemensen and William R. La Porte. 3rd ed. [Harcourt, Brace and Co., 383 Madison Ave., New York 17.] 1952. 532 pp. \$3.32.

A high school text which covers recent advances in community and personal health, and also includes sections on personality improvement and mental health. The book is designed to help young people understand themselves and their problems; to learn how to keep their bodies functioning healthfully; to learn how to present a good personal appearance and to develop healthy personalities; to help young people understand the way in which the nervous system works; and to learn how to prevent serious accidents to themselves and to others. Study outlines are given at the beginning of each chapter with suggested activities and additional readings references given at the end. Photographs and two-color drawings are numerous throughout the book.

**Higher Education**

**37. Choosing the Right College.** Annette Turngren. [Harper & Bros., 49 E. 33rd St., New York 16.] 1952. 149 pp. \$2.50.

This book is addressed primarily to high school students, to those in preparatory school, and to all prospective college students, but it will also be of interest to their parents and advisers. The author begins by discussing what college has to offer and what it requires of the student, then she considers such topics as: how job opportunities and scholarships can help students in financial need; how to decide about type, size, and location of the college; how to go about rating a college; how to work toward getting admitted; and campus life. Facts are given about various types of schools—the university, the independent college, junior colleges, colleges for men or women only, specialized colleges, and colleges for specific careers. Under each category an illustrative list of representative colleges in various parts of the country is included.

**38. College and You.** Calvin S. Sifferd. [McKnight & McKnight Publishing Co., 109 W. Market St., Bloomington, Ill.] 1952. 111 pp. \$2.50.

This book is written in the form of letters from a father to his twins—a boy and a girl—who are in their first year at college. It begins with the problems of deciding whether to attend college and includes letters which discuss such topics as: type of school, what to expect during the first year, the differences between large and small schools, entrance requirements, expenses, sororities and fraternities, dating, working, and getting along with others. Since one twin chose a small college and the other a large university, the reader gets an insight into the problems and experiences associated with each type. Two-color drawings illustrating many of these college experiences are included throughout the book.

**Occupational Information**

**39. †Careers for Technical School Graduates.** [B'nai B'rith Vocational Service Bureau, 1424 Sixteenth St., N.W., Washington 6, D.C.] 1951. 8 pp. 20c. Quantity prices.

This pamphlet discusses the current shortage of technicians and describes the various types of work available to graduates of technical schools. What technical school programs consist of and the types of institutions which offer this type of training are also described. Some of the careers covered are: laboratory technician, tester, junior designer, inspector, estimator, expeditor, engineering aid, and production supervisor. Length of courses, training expenses, admission requirements, placement services, scholarships, accreditation, and other factors are also discussed.

**40. †Careers in Service to the Handicapped.** [The Natl. Society for Crippled Children and Adults, 11 S. La Salle St., Chicago 3.] 1952. 52 pp. 50c.

This booklet describes the professions of physical therapy, occupational therapy, speech and hearing therapy, and special education. It is designed to make available to guidance specialists basic authoritative and factual information concerning these professions. The duties of the profession, the occupational outlook, the qualifications and training required, salaries and working conditions, types of positions, places of employment, and other vocational factors are considered for each profession. The need for workers in these fields, placement services, and other fields of work related to

services for the handicapped are pointed out.

**41. What Will You Do?** [Board of Public Education, Child Development and Guidance Dept., 511 W. Eighth St., Wilmington, Del.] 1952. \$1.00. Supply limited.

This booklet contains the opinions of business, professional, and industrial leaders of Wilmington, Delaware, as to the characteristics and attributes which they consider necessary for success in the world of work. Each is written in the form of a letter to students and discusses factors which are important to the vocational adjustments of young people. The letters are grouped under headings dealing with high school records and their importance, local opportunities, first jobs, future outlook, job selection, and things to remember. The chapter on job selection contains descriptions of a variety of occupations—from banking to television and radio—from which the student may obtain information on the qualifications, skills, and knowledge required to enter these fields.

### **Reading**

**42. The Art of Book Reading.** Stella S. Center. [Charles Scribner's Sons, 597 Fifth Ave., New York 17.] 1952. 298 pp. \$3.50.

This book was written as a practical guide for students and teachers who want to gain a better understanding of books and a greater enjoyment out of reading. The procedures outlined were tested in the author's adult classes at the Reading Institute of New York University, and may be utilized by persons of varying backgrounds, education, or age groups. How to read paragraphs; how to read sentences; how to read literature of information; how to expand the vocabulary; and how to read the novel, the short-story, drama, and poetry are among the reading techniques considered. Many excerpts from stories and several short stories are reprinted with suggestions as to what the intelligent reader may expect to get from reading them.

### **Sex Education**

**43. †From Boy to Man.** [Amer. Social Hygiene Assn., 1790 Broadway, New York 19.] 1952. 16 pp. 10c. Quantity prices.

This pamphlet discusses some of the baffling problems boys face during the growing-up process, particularly between the ages of fourteen and seventeen. Among the topics covered are: sex functions and conduct; the reproductive system and the reproductive process; emotions and emotional control; physical tension; and other topics equally important to teen-age boys. The pamphlet presents a sane treatment of facts and will help adolescent boys understand themselves and their problems.

### **Social and Personal Adjustment**

**44. About You.** Marjorie C. Cosgrove and Mary I. Josey. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 80 pp. 96c. Quantity discounts.

Here is a combination workbook and textbook in personal and social adjustment for high school students. It presents a functional approach to personality development and family life education. Some of the adjustment areas discussed are self-knowledge, problem-solving boy-girl relationships, and career preparation. There are check-lists, questionnaires, and a listing of suggested activities and topics for classroom discussion. A second book in this series, on marriage and parenthood, is being prepared. Marjorie C. Cosgrove, Director, Family Life Education, Highland Park Public Schools, Highland Park, Michigan, and Mary I. Josey, Director, Home and Family Living, Berkley Public Schools, Berkley, Michigan, are the authors of this text for life adjustment education.

### **Making and Keeping Friends**

**45. †Making and Keeping Friends. Life Adjustment Booklet.** William C. Menninger. [Science Research Associates, 57 W. Grand Ave., Chicago 10.] 1952. 48 pp. 40c. Quantity discounts.

Young people need and want to be successful in their relations with others. They want to have people like them better, they want to make new friends and to be more popular. This booklet, prepared by Dr. William C. Menninger of the Menninger Foundation, will help young people with their friendship problems. The author discusses the qualities that are most important in friendship, such as sincerity, loyalty, and the element of "give and take." There

are specific aids on choosing and making friends, as well as helpful information on what different kinds of friends have to contribute. Some of the personality characteristics that are obstacles to successful friendships are discussed, as well as the kinds of friendships it is wise to avoid. The booklet emphasizes the point that more care is needed in making and maintaining friendships; it takes time and thought to *be* a good friend and to *have* good friends.

#### 46. **Understanding Ourselves.**

Helen Shacter. [McKnight & McKnight Publishing Co., 109 W. Market St., Bloomington, Ill.] 1952. 124 pp. 70c.

This clear and frank discussion of the everyday problems of personality will be of interest to high school students and young adults. It provides information on the growth of personality as an aid to understanding oneself and others. How personalities vary and the ways in which people are basically alike are discussed, as well as such topics as solving problems versus evading problems, fears, aggressiveness, and other behavior problems. These discussions show why people act as they do and what can be done about it. The booklet contains many suggestions that can help make for happier and more successful living.

### Study

#### 47. **†Learn to Study Effectively.**

[Roland Barker, 11 Windsor Pl., Upper Montclair, N.J.] 1952. 13 pp. 35c. Quantity prices.

## VOCATIONAL INFORMATION

### Armed Forces

49. **†The Naval Reserve Officers Training Corps.** [Dept. of the Navy, Bureau of Naval Personnel, Washington 25, D. C.] 1951. 42 pp. Free.

High School students and graduates who would like Naval careers will be interested in this bulletin. It contains information concerning the Naval Reserve Officers Training Corps program and the names and locations of the colleges and universities which are recognized as training centers. The opportunities offered under this pro-

The purpose of this booklet is to help high school students improve their study skills, saving time and getting better results in so doing. Written by a high school guidance director, the booklet tells what is required for effective study, offers suggestions for planning and using time efficiently, and discusses assignments, reading skills, reading methods, and note-taking. Specific exercises are included which illustrate the basic types of assignment requirements that are typical of such subject fields as English, Social Studies, Mathematics, Science, and Foreign Language. The types of work involved in preparing each assignment, what is to be learned from the assignment, the reading skills and reading methods needed to prepare the assignment are indicated.

### Vocational Guidance

48. **†Jobs and Earnings.** [B'nai B'rith Vocational Service Bureau, 1424 Sixteenth St., N.W., Washington 6, D. C.] 1952. 3 pp. 20c. Quantity prices.

Young people who are seriously considering the choice of a career or who are seeking their first jobs will find the information in this pamphlet of value. It discusses factors to be considered in choosing careers, particularly with respect to earnings. The bulletin cautions against choosing a job solely for the purpose of a high starting salary without considering opportunities for advancement, working conditions, and future outlook. Comparisons of several types of jobs offer examples of what factors to weigh carefully before taking definite steps.

gram, the obligations involved, the eligibility requirements, and the selection procedures are described. Detailed information concerning the Navy College Aptitude Test which all applicants are required to take and a list of the cities where the test is given are included. The physical requirements of candidates and the defects for which they may be disqualified are also covered.

### Art

50. **†Illustrating Commercial Artist.** [Chronicle Guidance Press, Moravia, N. Y.] 1952. 4 pp. 50c.



What the commercial illustrator does, his working conditions, the personal qualifications and the training required for the work are described in this occupational brief. Methods of entering the field, opportunities for advancement, typical places of employment, and related jobs are discussed. Information is also included concerning the future outlook in this field, the opportunities for developing talent while in high school, and the average incomes for beginners and for experienced workers.

## Chemistry

51. †**Shall I Study Chemistry?** [Amer. Chemical Society, 1155 Sixteenth St., N.W., Washington 6, D.C.] 1952. 16 pp. Apply.

This pamphlet presents a general description of the chemistry profession and the basic qualifications which are necessary for entry and success in that field. What chemists do, the various specialties in which they engage, and information about salaries, working conditions, and job opportunities are included. How to prepare for the study of chemistry, the college courses required of chemistry majors, and sources from which additional information may be obtained are also covered.

## Electronics

52. **TV and Electronics as a Career.** Ira Kamen and Richard H. Dorf. [John F. Rider, Publisher, 480 Canal St., New York 13.] 1951. 326 pp. \$4.95.

A comprehensive guidebook to careers in the electronics industry. Information is included on the job opportunities this field offers, the preparation needed for them, and how to go about getting the job you want. The book gives facts and information that will be of value to the newcomer preparing for a career, the person already engaged in some phase of the industry, and to persons who have not yet chosen a career. Detailed descriptions of jobs in radio and television broadcasting, communications, manufacturing, distribution and sales, and servicing are included with information on salaries and future outlook. Opportunities for electronics in the armed forces are also considered. Numerous photographs illustrating various phases of the industry are given throughout the book. A list of schools offering courses in radio, television and electronics, including high schools and technical institutes, is given in the appendix.

## Government and Public Service

53. **Our FBI—An Inside Story.** John J. Floherty. [J. B. Lippincott Co., 227 S. Sixth St., Philadelphia 5, Pa.] 1951. 155 pp. \$2.75.

This book tells the story of the Federal Bureau of Investigation and the people who work in its various departments. In addition, it contains descriptions of the qualifications necessary for Special Agents, the training and instruction they receive, and the other career opportunities available for young people in the FBI. Numerous reports of investigations made by FBI agents are included to show how they operate and what it takes for the job. Specific procedures used in solving crimes along with photographic illustrations are also included.

## Health

54. †**Nurse.** Prep. by the Canadian Nurses' Assn. [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1952. 4 pp. 15c; 12c in Canada.

The history, development, and importance of the nursing profession and the nature of the work today are described in this monograph. It contains information on the working conditions, the qualifications necessary for entry and success, the preparations needed, and the opportunities for advancement. The salaries nurses receive, some of the advantages and disadvantages of the work, suggestions for getting started, and related occupations are also covered. Although the information on salaries and training opportunities applies specifically to Canada, this monograph will be of value to American students who are interested in nursing as a career.

55. †**Physician's and Dentist's Assistant.** [Chronicle Guidance Press, Moravia, N. Y.] 1952. 4 pp. 50c.

This occupational brief includes a definition of the job of dental and medical assistant and a history of the development of the occupation. It describes the duties of these assistants, their working conditions, the personal qualifications desired, and the training requirements necessary for success. Information is also given concerning the opportunities for training, the high school courses that will be of value, future outlook, and salaries. Places of employment and methods of entry are suggested.

## Occupations, General

**56. Careers for Tomorrow—A Guide to Vocations.** Carrington Shields. [Civic Education Service, 1733 K St., N. W., Washington 6, D. C.] 1952. 179 pp. \$1.50. Quantity prices.

Young people who are faced with the difficult decision of choosing a career will find this book very helpful. It contains suggestions for studying one's self and asks questions designed to determine abilities and interests, and, to a certain extent suitability for a particular vocation. Descriptive sketches of careers, ranging from accounting to watch-making, are included to provide up-to-date information about opportunities, duties, training, working conditions, and income. Suggestions on what to do after making a choice of a vocation and many other helpful hints for boys and for girls are also included.

## Retail Trade

**57. †Careers in Department Stores.** [B'nai B'rith Vocational Service Bureau, 1424 Sixteenth St., N. W., Washington 6, D. C.] 1952. 8 pp. 20c. Quantity prices.

This Occupational Brief provides up-to-date information on jobs in department stores, including the nature of the work, outlook, personal qualifications and training requirements, earnings, hours, and working conditions, opportunities for advancement, and employee benefits. The various types of jobs found in department stores, and helpful suggestions for getting a job are also covered.

**58. †Florist.** [Vocational Guidance Centre, 205 Avenue Rd., Toronto 5, Canada.] 1952. 4 pp. 15c; 12c in Canada.

The three major aspects of the flower industry—flower production, wholesale distribution, and retail distribution—are described in this monograph. The nature of the work of each phase together with the working conditions are considered. General information is included covering the qualifications and training required, the opportunities for employment and advancement, income, advantages and disadvantages. Suggestions on how to get started toward the occupation and related jobs are also given.

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